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## Unit Plan for a Course on Banned Books for 11th and 12th Grade

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ENGL 440W, Fall 2022  
Jonny Gherman

## **Banned Books**

### **INTRODUCTION**

Subject (Course): Censorship (English)  
Intended Grade level(s): 11th & 12th Grade  
Unit topic: Banned Books

In high school I read *To Kill a Mockingbird*. I loved how the stories thematic characters and scenes portrayed the issue of racism in the United States during the 1930s. To my surprise, classic readings like this are now banned from many schools, losing the power that the story and its meaning spark. This lesson plan will teach high school students (11th grade) what censorship is, why it is powerful, and what to do with it. Aligned with Pennsylvania State Standards, students will identify common themes between the two most popular genres of banned books (race & gender/sexuality). Through a series of activities, discussions, and a final project, students will practice close reading, critical thinking, and basic research skills.

The first day will discuss what censorship is, and its power. Students will discuss the pros and cons of censorship and list any historical examples of censorship (ex: 1940s Nazi Germany). Students will start the first unit by learning what censorship is.

In the first half of the unit, Students will have class discussions, free-writes, and other activities based on the online articles. Guided questions will help show students that there are several themes in these books. The discussion will conclude once students arrive at the two most common genres of banned books (Race and Gender/sexuality). In the second half of the unit, students will learn about the organizations trying to ban these books. Using the website *No Left Turn*, students will examine the goal, reasoning, and action of those seeking to ban books. This section will not only give students a solid understanding of what censorship is but also how it can be dangerous.

The second unit will examine the genre of Race. The book assigned to this unit is Harper Lee's *To Kill a Mockingbird*. Several days will be dedicated to this unit, allowing for a variation of reading types. The activities will also follow a similar structure to the unit prior, with questions focusing on the topic of Race.

The third unit will examine the genre of gender, and sexuality in banned books. Students will closely read *Gender Queer: A Memoir* by Kobabe Maia. Similarly, several days will be dedicated to this unit, allowing for at-home and in-class readings. Each day will consist of a warm-up activity, focusing on the prior day's discussion, readings, or takeaways. Activities will vary from group conversations, scenarios, and videos. This unit will not only help students identify themes in the book but also why their censorship is significant.

The final unit will focus on the student's project. Students will have three options for the final project. Students will either write a research based paper, letter to a banned author, or create a visual representation of the themes discussed about the banned book. Students will present these papers, letters and art pieces at the end of the school year.

## Resources

- **Background research:**
  - Rossuck, Jennifer. “Banned Books: A Study of Censorship.” *The English Journal*, vol. 86, no. 2, 1997, pp. 67–70. *JSTOR*, <https://doi.org/10.2307/819679>.
- **Teaching Resources:**
  - “Banned in the USA: The Growing Movement to Censor Books in Schools.” <https://pen.org/report/banned-usa-growing-movement-to-censor-books-in-schools/>.
  - Kobabe, Maia. *Gender Queer: A Memoir*. Simon & Schuster, 2022.
  - Lee, Harper. *To Kill a Mockingbird*. Harper, an Imprint of HarperCollins Publishers, 2015.
  - Noleftturn. “Educating.” *No Left Turn*, <https://www.noleftturn.us/>.
  - Robinson, Solveig C., and Michel W. Pharand. *The Book in Society: An Introduction to Print Culture*, Broadview Press, Peterborough, 2014, pp. 180–191.

## **STAGE 1: IDENTIFY DESIRED RESULTS**

### **Pennsylvania Academic Standards:**

- **C.C.1.2.11-12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **C.C.1.2-11-12.D** Evaluate how an author’s point of view or purpose shapes the context and style of a text.
- **C.C.12.11-12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g, visually, quantitatively) as well as in words in order to address a question or solve a problem.

<b>Transfer goals</b>	
Students will be able to independently use their learning to...	
<ul style="list-style-type: none"> <li>• <i>Analyze and discuss common components between banned books discussing race, gender and sexuality.</i></li> </ul>	
<b>Meaning goals</b>	

<p><b>ESSENTIAL QUESTIONS</b> Students will keep considering...</p> <ul style="list-style-type: none"> <li>• <i>Is Censorship educational beneficial for a community?</i></li> <li>• <i>Are certain types of censorships (i.e only within schools) appropriate?</i></li> <li>• <i>Who should determine censorship?</i></li> </ul>	<p><b>UNDERSTANDINGS:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• <i>Many Banned Books target minority groups.</i></li> <li>• <i>There are a multitude of ways to depict historical or personal moments.</i></li> <li>• <i>Discussing censorship is an on-going debate.</i></li> </ul>
<p><b>Acquisition goals</b></p>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• <i>Censorship and the historical power it has held.</i></li> <li>• <i>Which elements of a story effectively convince the reader of its meaning.</i></li> <li>• <i>How to conduct a productive conversation within an educational community.</i></li> </ul>	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• <i>Researching an organizations.</i></li> <li>• <i>Identifying elements of race, gender and sexuality within a narrative.</i></li> <li>• <i>Using textual evidence to support a claim for or against a book.</i></li> </ul>

## **STAGE 2: EVIDENCE**

### **Performance Task(s):**

#### **Performance Task(s): Banned Books Letter, Paper or visual representation (200 points)**

The final assessment will take the form of a letter to an author, argumentative paper or visual representation of the themes discussed in the banned books. Students that chose to write a letter to the author of a banned book will need to state to the author the main takeaway of the book, and why they believe this book should not be banned. Students are encouraged to ask questions to the author, and will be required to incorporate outside research in the letters.

Students that chose to write an argumentative essay should state why a certain book should or should not be banned. Students will need to incorporate textual evidence and research on why this book has been banned. Doing this task will show students level of mastering censorship in addition to their argumentative research skills.

Lastly, students will have the option to create a visual representation of the themes depicted in multiple banned books. Students may pick from any of the books discussed during class, or any other banned book. Students will need to incorporate elements of this book, connecting them with the theme of censorship in a visually appealing graphic. Students will have the freedom to pick the medium in which they show this (i.e pencil drawing, collage, etc).

All options will require students to submit a draft, allowing student to make revisions after each submission. This process not only gives students instructional guidance towards the final submission, but also accurately reflects the writing process. Students will need to refer to previous notes on key ideas, themes and moments in these banned books. It is therefore critical that students actively read and take notes as they go along. Students will need to incorporate other English skills (i.e creating an outline) in order to be successful.

During the final week of class, students will partner with another classmate to provide feedback using the strength and weakness chart (see strength and weakness activity). Students will use this feedback to make their final revision. Once the final version has been submitted, students will complete a short self-reflection about the process. Students will receive a pass/fail grade for turning in a draft. The final version will be graded off of the rubric below.

#### **Students will show they really understand by evidence of their ability to...**

- *Incorporate textual evidence from a story into their project's argument, analysis and conclusion.*
- *Support or counter censorship in schools, libraries and communities based of logical, historical and textual evidence.*

# Banned Books Project

*Task:* Demonstrate your understanding of Banned Books, its themes and meanings by creating a clear analysis about its censorship. This task will require a draft, forcing you to focus on what words, images and elements of a story are important to your argument.

## Requirements

- a) 1,500-2,000 words (Letter & Essay)
  - 1.a) full size poster (visual representation)
- b) Include a minimum of 3 different textual evidence
- c) Include a minimum of 3 secondary sources
- d) double-spaced
- e) Times New Roman 12pt font

## Part 1: Research and Outline

a) Start by reviewing class discussion notes, annotations and research about the book you chose. Recall important scenes, language and take aways from these books, and begin to question why this book might be banned. If need be, refer back to the notes on censorship. Use the questions below to help guide your research and outline.

- *What message is the author conveying in this book and why might certain groups want it banned?*
- *What group is being silenced with the censorship of this book?*
- *Who should have access to this book? Should it be given to certain age groups? Should this book be removed completely.*

b) Once completed, create an outline. Remember to start broad and slowly fill in with detailed answers to the questions above. Each outline should have 5 different textual evidence points (both from the book being analyzed and outside research). Refer back to your notes throughout the course. The outline should have a brief introduction and thesis statement. This will be graded for completion only.

1.b) For students that choose to create a visual representation, create a rough sketch of your final project. This visual project can take multiple forms (water color, collage, etc) and should include 3 specific moments, scenes or takeaways from the book.

*Note: Do not finalize this project, as you will receive and incorporate feedback from your professor and peers.*

## Part 2: Draft

a) Write the paper or letter. Make sure you incorporate specific moments, scenes and takeaways from the book laid out in your outline. If need be refer back to the lesson notes on these topics. Be sure to give yourself plenty of time to write. It is best to write in a neutral environment, free of distractions.

1.a) For students that choose to create a visual representation, create as close to a final project as possible. Be sure to cover the entire space within the poster, incorporating at least 3 specific moments as clearly as possible.

*Note: Do not finalize this project, as you will receive and incorporate feedback from your professor and peers.*

- d) Re-read the paper multiple times. It might help to read it out loud once, and then have a friend or family member read it. Check for any grammatical errors. Be sure to consult the rubric to determine where the story may need improvement.
- e) Submit the story to the teacher. You will received feedback on the first draft.

**Part 3: Peer Review**

- a) Revise the paper or project based off of the feedback from your teacher and classmates. Not all comments need to be corrected. If you believe a section of the project is better off without correction, be ready to explain why.
- c) submit the story to the teacher.

### Evaluative Criteria: Banned Books

	<b>25 points</b>	<b>20 points</b>	<b>15 points</b>	<b>10 points</b>
<b>Content and Focus (40%)</b>	Exceptionally clear, focus and interesting thesis with strong supporting details and examples.	Clear thesis which maintains a consistent focus from beginning to end with specific supporting details.	Contains thesis statement but with inconsistent focus. Generalized supporting details that prove thesis.	Thesis statement lacks clarity and focus with inadequate or missing supporting details.
<b>Organization (15%)</b>	Strong introduction, body paragraphs, and conclusion with a consistent and coherent logical progression.	Clear introduction, body paragraphs, and conclusion that illustrates some consistency and shows some logical progression.	Introduction and conclusion is present but not clear. There is some attempt of consistency and order, but no logical progression.	Unable to clearly identify introduction and conclusion. Lack of consistency and order. Paper shows little or no attempt of logical progression.
<b>Censorship impact (15%)</b>	Strongly shows the impact of banning this book, the group(s) silenced in addition to stating the level of censorship this book should be.	Clearly shows the impact of banning this book and the group(s) silenced but fails to state the level of censorship this book should be.	Explained the impact of banning this book and the group(s) silenced in a confusing and unclear way.	Unable or did not explain the impact of banning this book, the group(s) silenced or the level of censorship this book should be.
<b>Citation &amp; References (20%)</b>	All references (at least 3) and citations are correctly written and cited.	One reference or citations is missing or incorrectly cited.	Two references or citations is missing or incorrectly cited.	Reference and citation errors distract significantly from paper.
<b>Writing (Spelling, Grammar, Formatting, and Formality) (10%)</b>	Student's writing is mostly if not completely free of grammatical and spelling errors.	Student's writing is mostly free of grammatical and spelling errors. Any errors that do exist do not detract from the clarity of the writing.	Student's writing contains many grammatical and spelling errors that make the writing difficult to understand.	Student's writing is full of grammatical and spelling errors that make the writing impossible to understand.



**Formative Task(s): Strengths & Weakness Chart (100 points)**

Students will be asked to complete a strengths & weakness chart for their partner's project. The chart will ask students to list the strengths and weakness of the project for several categories (see student handout for specific categories). Students will use this chart as form of structured feedback, allowing the author to make corrections to their projects. Students will be graded off of their participation.

**Students will show they really understand by evidence of their ability to...**

- *Use their knowledge of censorship, argumentative evidence and thematic language to determine if the project was engaging.*
- *Provide feedback in all of the listed categories, each paired with a unique example from the project.*
- *Discuss with their partner the feedback listed in the chart. Students will discuss the strengths and weakness of the story with the author, specifically noting important moments within the project, as well as weaker instances that need revision.*

## Strengths & Weakness Chart

*Task:* Demonstrate your understanding of active reading by engaging with the paper or project. Once done, complete the chart below, specifically adding examples to each section.

### Part 1: Reading

a) Partner up with a student in the class and swap projects with them. Read the questions in the strength and weakness chart before reading the partners story. Be sure to slowly read and analyze the paper, highlighting and noting important moments based upon the questions below. This will help the author see what parts of the story excite the reader, and what parts need revision.

### Part 2: Strength & Weakness Chart

a) Once you have finished reading and marking the story, fill out the chart below. Be sure to add a specific example to each box. Add at least one comment to each box. If time permits you can add multiple examples to each box.

		Strengths	Weakness
<b>Content and Focus</b>	<ul style="list-style-type: none"> <li>• Is the project focused and clear?</li> <li>• Does it have a strong thesis statement with supporting details and examples?</li> </ul>		
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Does the project have clear introduction, body paragraph and conclusion?</li> <li>• Is there a consistent and coherent logical progression throughout the project?</li> </ul>		

<b>Censorship impact</b>	<ul style="list-style-type: none"> <li>Does the author clearly state the impact of banning this book, the group(s) silenced as well as stating the level of censorship this book should be?</li> </ul>		
<b>Citation &amp; References</b>	<ul style="list-style-type: none"> <li>Are there any citation issues?</li> </ul>		
<b>Writing (Spelling, Grammar, Formatting, and Formality)</b>	<ul style="list-style-type: none"> <li>Are there any spelling, grammar or formatting issues?</li> </ul>		

### Part 3: Discussion

a) Now that you've completed the strengths and weakness chart, it is time for you and the author to discuss the project as a whole. This will serve to clarify any technical issues the author has with your notes. It will also allow you to expand on the strengths and weakness comments listed in the chart. Using the questions above, discuss the story with your partner. While you do not need to discuss every question, it is important to talk about a majority of them. Be sure to support every statement with textual evidence.

## LESSON PLAN

**Teacher:** Jonny Gherman

**Unit Title:** Censorship

**Day in Unit:** Day 1

**Lesson topic:** Introduction to censorship

**Grade:** 11th & 12th

### OVERVIEW

This is the first lesson in the unit. Students will be introduced to the topic of censorship as well as begin to learn different examples of censorship. Students will begin to discuss the essential question: *Is Censorship educational beneficial for a community?* This question will be explored in subsequent lessons and allow the teacher to refer back to the first day when needed. The purpose of this lesson is to inform students of the power that censorship has. The discussions, writing activities and small group work all aim to facilitate healthy socratic conversations among students and the teacher. The teacher will write all notes from class discussions or activities on the board. This will make the summative assessment easier, as well as help give students a reminder as to what censorship is.

### STANDARDS

- **C.C.12.11-12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g, visually, quantitatively) as well as in words in order to address a question or solve a problem.

### OBJECTIVES

students will *know* or *be able to*...

1. What censorship is (ex: banning all books, burning books, etc) and its historical objectives (to silence a marginalized group from gaining access to information).
2. How different types of censorship (ex: banning in schools vs libraries) affect the public and their ability to read the book (i.e how some members of a community rely on a school more than a library)

### MATERIALS/RESOURCES

The Book in society (assigned readings for homework)

- Robinson, Solveig C., and Michel W. Pharand. *The Book in Society: An Introduction to Print Culture*, Broadview Press, Peterborough, 2014, pp. 180–191.

Banned in the USA (assigned readings for classwork)

- “Banned in the USA: The Growing Movement to Censor Books in Schools.”  
<https://pen.org/report/banned-usa-growing-movement-to-censor-books-in-schools/>.

## **PROCEDURE**

### **Introduction/Motivation**

1. Ask students the following question:
  - Should people have access to any source of information? What about books promoting racism, sexism or homophobia?
2. Have each student think independently about their answer before turning to a partner to discuss their answer (teacher should walk around the room and observe discussion).
3. After all students have had a chance to discuss with their partner, create a communal list with pros and cons for each side of the argument.
4. Once a communal list has been created, incorporate these questions into a class-wide discussion. Write the answers to these questions on a board.
  - Who should determine this answer? What narrative power does the group gain by using censorship?
5. Direct students toward these question. Write the answers on a white board for students to visually see the words.
  - What types of books have you read before? Are there certain topics you've spent less time studying than other? How does this impact what types of information might be censored? What type of information do you think would be commonly censored?
6. Guide students to the answers below:
  - These answers are all important aspects of censorship. Narrative power is controlled by those who allow access to the information (i.e history is written by the winners).
  - Who is allowed to read what is a historical and modern day issue
  - Introduce Essential Question: Is censorship educational beneficial for a community?
  - Throughout the until we are going to focus on different aspects of this question, with the ultimate goal to incorporate as many of these components into our final research project as possible.
  - Today we'll be focusing on the historical implications of censorship.

### **Exploration/Development of Content**

2. Censorship research:
  1. Begin by breaking students into groups of 2-3. Have students read and analyze the following website. Students should look to answer the following questions:
    - <https://pen.org/report/banned-usa-growing-movement-to-censor-books-in-schools>
    - What are a few key points from each section? What surprised you? Where there any books you were surprised to see banned?
    - What similarities exist between the states most commonly banning books? What about the groups being banned?
    - How does this change your understanding of censorship?
  2. Once students have discussed and analyzed the website, bring all students together for a class wide discussion. Write down responses and specific examples so that students can refer to them later on.

3. While discussing the questions above, guide students to the following answers:
  - Introduce Essential Question: *Are certain types of censorships (i.e. only within schools) appropriate?*
  - Certain censorships affect targeted groups who are often silenced politically or socially.
  - Legislative action is more prevalent in certain states.
  - Banned authors typically represent a certain minority group.
4. (If time permits) introduce summative assessment.

### **Closure/Culminating Experience**

1. Review Key points:
  - Certain censorships affect targeted groups who are often silenced politically or socially.
  - Legislative action is more prevalent in certain states.
  - Banned authors typically represent a certain minority group.

### **DIFFERENTIATION**

These procedures will help meet a variety of learners by presenting the material in several different formats. Students will become familiar with analyzing censorship by close reading, individual work and group discussion. Communal discussion after each activity will allow the teacher to assess how well the class as a whole understands the concepts.

### **ASSESSMENT STRATEGIES**

Group discussion, close reading and individual work will allow the teacher to assess how well the student understands the material. In subsequent lessons, the teacher will be able to tell mastery by written activities (in which students will practice their understanding of censorship and its powers).

### **HOMEWORK**

Students will read the following stories with guided questions. All of the stories are from *The Book in Society: An Introduction to Print Culture*. This will help students begin to understand the role and importance of censorship within a historical narrative for the following class period.

1. The Book in Society pg 180-191
2. Guided Questions:
  - What type of books are commonly banned?
  - What are some pros and cons of censorship and the inquisition?
  - What role does state censorship play when silencing a religious group?

**Day 2: Censorship group study**

- The class will begin by reviewing the assigned reading and discussion questions. The teacher should begin by writing each of the three questions on the white board. Students are encouraged to cite specific examples from the reading.
- Write down any similarities and connections between students answers.
- Break students into groups of 2-3, and direct them towards the following website. Students should work together to answer the following questions:
  - *What jumps out or surprises you about this organization?*
  - *What language does the organization use to persuade its audience? How does word choice affect the way you feel towards the organization?*
  - *What is it asking members to do (i.e how can you support them)?*
- Once students have analyzed and discussed in groups, conduct a class wide discussion based on these questions.
- Guide students to the following answers:
  - *Word choice (i.e “MLK instead of BLM”, “ you are not alone” “The majority is silent no more...” ) directly alters the way we consider an argument.*
  - *Organizations like these look to make district, state and national legislative change in school curriculums. They often align with conservative values.*
  - *Gaining interest and support is how they thrive.*
- No Homework

**Day 3: To kill a mocking bird (chapters 1-5)**

- Ask students the following question:
  - *Have any of you read or heard of To Kill a Mocking Bird? What do you know about it?*
- Guide students toward the following social and historical context. The information should be presented in an engaging powerpoint or google slide. Teachers are encouraged to asked questions while presenting to keep students engaged throughout the lesson.
  - About the book:
    - Won the Pulitzer Prize for fiction, with a million copies sold every year.
    - In 1962 it was turned into a movie.
  - Historical context:
    - Mid 1930s: many white people (particularly those in southern states) were outwardly racists towards black people. It was very common for black people to be accused of a crime (often of which they are not guilty of) by white people. Many white people assumed that black people were guilty of crimes and either did not give them a fair trial or took the law into their own hands.
    - Segregation laws: black people (especially in the south) were kept separate from white people (separate schools, churches, houses, even water fountains). This separation often left black people with rundown houses and schools and out of date textbooks.
    - Voting rights: in order to register to vote, everyone need to pass a literacy test. Many black people were given difficult tests that they failed due to the poor education they had received.
    - Lynch mobs: gangs of predominately white men (commonly a member of the KKK) who took it upon themselves to impart their own form of justice on a black person who they felt had committed a ‘crime’.

- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework (along with the following questions).
- Homework:
  - Read up to chapter 6 of *To Kill a Mocking Bird*
  - Answer the following question. Be prepared to discuss them in class.
    - *How are Miss Caroline's actions towards Scout's ability to read a product of segregation?*
    - *Why might Scout feel frustrated that the curriculum moves so slow? Does the conversation between her and Miss Caroline support your theory?*
    - *Why does Atticus stop Jem and Dill from inviting Boo out to get ice cream?*

#### **Day 4: To kill a mocking bird (chapters 6-11)**

- Break students up into 3 groups. Each group will be responsible for answering one question. Once each group has reported to the class, invite all students to add their own answer to a question that was not assigned to them.
  - *How are Miss Caroline's actions towards toward Scout's ability to read a product of segregation?*
  - *Why might Scout feel frustrated that the curriculum moves so slow? Does the conversation between her and Miss Caroline support your theory?*
  - *Why does Atticus stop Jem and Dill from inviting Boo out to get ice cream?*
- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework (along with the following questions).
- Before the end of class, ask students the following question. List any examples that students give along with the ones listed below:
  - *What themes/takeaways do we see among the characters?*
    - Example:
      - Educational, economic and social inequality
- Homework:
  - Read up to chapter 12 of *To Kill a Mocking Bird*
  - Answer the following questions. Be prepared to discuss them in class.
    - *What is the significance of Jem's "Promise" that school gets better?*
    - *Why do many characters (ex: Cecil Jacobs, Francis, and the all white jury) believe that Atticus is a bad man and can't win (when defending Tom Robinson)?*
    - *What is the significance and meaning of the the single white camellia?*

#### **Day 5: To Kill a mocking bird (chapters 12-16)**

- Begin class by having students take out a piece of paper and pencil (or other writing device). Students will have 20 mins to write. They should use this time to write as much as possible (and not worry about spelling, grammar or flow). Ask students the following question:
  - *Now that've we've completed part 1 of To Kill A Mocking Bird, what themes stick out to you? Why might these messages be controversial or banned? Use as many specific examples as possible.*
- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework (along with the following questions).
- Before the end of class, ask students the following question. List any examples that students give along with the ones listed below:



- *What themes/takeaways do we see among the characters?*
  - Example:
    - Poor educational experience and meaning
    - Social acceptance to be racist
    - Assumptions based off of stereotypes
- Homework:
  - Read up to chapter 17
  - Answer the following questions: Be prepared to discuss them in class.
    - *In chapter 13, Calpurnia mentions “family consciousness”. What does this mean? How might this explain the actions of the other members of Maycomb.*
    - *In Chapter 15 we see a group of men confront Atticus outside of the Jailhouse door. Why don’t the men wait for the trial? What emotions did this scene make you feel?*
    - *What is the significance of having Scout sit in the back of courtroom in addition to Judge Taylor presiding over the case?*

#### **Day 6: To Kill a mocking bird (chapters 17-21)**

- Break students up into 3 groups. Each group will be responsible for answering one question. Once each group has reported to the class, invite all students to add their own answer to a question that was not assigned to them.
  - *In chapter 13, Calpurnia mentions “family consciousness”. What does this mean? How might this explain the actions of the other members of Maycomb.*
  - *In Chapter 15 we see a group of men confront Atticus outside of the Jailhouse door. Why don’t the men wait for the trial? What emotions did this scene make you feel?*
  - *What is the significance of having Scout sit in the back of courtroom in addition to Judge Taylor presiding over the case?*
- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework (along with the following questions).
- Before the end of class, ask students the following question. List any examples that students give along with the ones listed below:
  - *What themes/takeaways do we see among the characters?*
    - Example:
      - The judicial system is not fair (historical/contextually speaking)?
      - Historical heritage is important to discuss and can not be ignored
- Homework:
  - Read up to chapter 22
  - Answer the following questions: Be prepared to discuss them in class.
    - *Why would Mr. Gilmer accuse Tom of lying? Why does Scout cry? What does this reveal about the relationship between race and the judicial system?*
    - *In Chapter 20, Atticus delivers his closing remarks. What evidence doe Atticus provide and what does this reveal about the racial stereotypes of black people?*
    - *What was your reaction to Tom Robinson’s verdict. Why did everyone leave except for the “colored” balcony? What does this reveal about the relationship between race and the judicial system?*

#### **Day 8: To Kill a mocking bird (chapters 22-26)**

- Break students up into 3 groups. Each group will be responsible for answering one question. Once each group has reported to the class, invite all students to add their own answer to a question that was not assigned to them.
  - *Why would Mr. Gilmer accuse Tom of lying? Why does Scout cry? What does this reveal about the relationship between race and the judicial system?*
  - *In Chapter 20, Atticus delivers his closing remarks. What evidence does Atticus provide and what does this reveal about the racial stereotypes of black people?*
  - *What was your reaction to Tom Robinson's guilty verdict. Why did everyone leave except for the "colored" balcony? What does this reveal about the relationship between race and the judicial system?*
- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework (along with the following questions).
- Before the end of class, ask students the following question. List any examples that students give along with the ones listed below:
  - *What themes/takeaways do we see among the characters?*
    - Example:
      - Despite significant evidence in favor of Tom being innocent, he is still convicted
      - The "colored" section staying and showing their respects shows that this decision does not supersede them.
- Homework:
  - Read up to chapter 26
  - Answer the following questions: Be prepared to discuss them in class.
    - *Do you believe that Judge Taylor appointed Atticus in an attempt to sway public relations with race? Does the amount of time the jury spent change how you feel about their decision to convict Tom Robinson?*
    - *What does Bob Ewell's reaction about the death of Tom Robinson say about race relations at the time?*
    - *What impact does the trial have both in Scout's classroom and society? How does this compare to Miss Gates's lecture on equality?*

### **Day 9: To Kill a Mockingbird (chapters 27-31)**

- Begin class by having students take out a piece of paper and pencil (or other writing device). Students will have 20 mins to write. They should use this time to write as much as possible (and not worry about spelling, grammar or flow). Ask students the following question:
  - *Now that we've completed part 2 of To Kill A Mocking Bird, what themes stick out to you? Why might these messages be controversial or banned? Use as many specific examples as possible.*
- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework
- Closing/key takeaways:
  - Review all prior takeaways and themes
- No homework

### **Day 10: Gender Queer: A memoir (pg 1-60)**

- Ask students the following question:

- *What do you know about gender, identity and sexuality? Do any of you know what Transgender, Asexual or gender queer means?*
- Guide students toward the following social and historical context. The information should be presented in an engaging powerpoint or google slide. Teachers are engaged to asked questions while presenting to gage students understanding and interest.
  - Historical context:
    - Same sex marriage wasn't legalized until June of 2015
  - Definitions:
    - Gender: a range of identities that (can but do not have to) correspond to how a person views themselves.
    - Gender-Queer: denoting or relating to a person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.
    - Queer: An umbrella term for people who are not heterosexual or cisgender
    - Heterosexual: sexually attracted to people of the opposite sex
    - Homosexual: sexually attracted to people of one's own sex
    - Nonbinary: Non-binary or genderqueer is an umbrella term for gender identities that are not solely male or female—identities that are outside the gender binary
    - Cis: Cisgender is a term used to describe a person whose gender identity corresponds to their sex assigned at birth. The word cisgender is the antonym of transgender
    - Transgender: A transgender person is someone whose gender identity or gender expression does not correspond with their sex assigned at birth.
    - Different pronouns: hey/them/theirs, she/her/hers, he/him/his, zie/zir/zirs
    - Binding: Binding involves the use of tight fitting sports bras, shirts, ace bandages, or a specially made binder to provide a flat chest contour
    - Statistics about LGBT+ students
      - 84% of LGBT youth report verbal harassment at school because of their gender identity and/or sexual orientation.
      - 90% of LGBT students hear anti-LGBT comments in school
      - LGBT youth are twice as likely to abuse alcohol, three times more likely to use marijuana, and 8 times more likely to use cocaine/crack than non-LGBT youth.
- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework (along with the following questions).
- Homework:
  - Read up to page 61
  - Answer the following questions: Be prepared to discuss them in class.
    - *Why does Maia Kobabe's teacher tell zie to put a shirt on while at the Field trip? What is the significance of this? (pg 20-21)*
    - *How does Maia Kobabe use imagery to show the emotions zie were feeling during zirs first period? (Pg 34-35)*
    - *How does the imagery and pacing change once Maia has found the Gender and Sexuality alliance club? Is this similar to your own experiernecs with LGBTQ+ clubs? (Pg 48-49)*

**Day 11: Gender Queer: A memoir (pg 61-121)**

- Break students up into 3 groups. Each group will be responsible for answering one question. Once each group has reported to the class, invite all students to add their own answer to a question that was not assigned to them.
- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework (along with the following questions).
- Before the end of class, ask students the following question. List any examples that students give along with the ones listed below:
  - *What themes/takeaways do we see among the characters?*
    - Example:
      - Finding your identify takes different amounts of time for people
      - Sexuality and identity is a spectrum
      - Having support (from parents, school, peers, etc) is vital
- Homework:
  - Read up to page 122
  - Answer the following questions: Be prepared to discuss them in class.
    - *What scenes, and imagery stuck out to you? What moments in Maia's life are significant to their Journey? Record your answer with 2-3 different examples.*

### **Day 12: Gender Queer: A memoir (pg 122-182)**

- The class will begin by reviewing the assigned reading and discussion questions. The teacher should begin by writing each of the three questions on the white board. Students are encouraged to cite specific examples from the reading.
- Write down any similarities and connections between students answers.
- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework (along with the following questions).
- Before the end of class, ask students the following question. List any examples that students give along with the ones listed below:
  - *What themes/takeaways do we see among the characters?*
    - Example:
      - Experiential learning is important to learn who you are
      - Having support (from parents, school, peers, etc) is vital
- Homework:
  - *How does Maia explore their sexuality (both with others and themselves)?*
  - *What does Maia mean when they say "Forget research, I want to make out with her for MYSELF!" What is the significance of experiential learning? (Pg 160-161)*
  - *Why might the imagery in this section be controversial? Do you think it adds or detracts from the author's message?*

### **Day 13: Gender Queer: A Memoir (pg 183- End)**

- Begin class by having students take out a piece of paper and pencil (or other writing device). Students will have 20 mins to write. They should use this time to write as much as possible (and not worry about spelling, grammar or flow). Ask students the following question:
  - *Now that've we've completed most of Gender Queer: A memoir, what themes stick out to you? Why might these messages be controversial or banned? Use as many specific examples as possible.*

- Have students sit in a semi circle. Begin by reading the first chapter to the student. Students will then group read (taking several pages at a time) before silently reading. Any chapters not finished will be due for homework (along with the following questions).
- Before the end of class, ask students the following question. List any examples that students give along with the ones listed below:
  - *What themes/takeaways do we see among the characters?*
    - Example:
      - Pronouns are a sign of respect and matter
      - Feeling comfortable in your now skins is important and should not be changed by others
      - Speaking up now can help others later
- No Homework

**Day 14: Workshop day**

- Students will use this day to work on their final project. They can meet with the teacher, brainstorm with classmates or create an outline for their final project.

**Day 15: Peer review**

- See Peer review worksheet

**Day 16: Presentations/ final submissions**

- Students will submit their final paper, letter or project. They will then give a short 5 minute presentation to the class summarizing the major themes in their project.